**Course-Embedded Assignment Reflection**

**EDLD 5362-Information Systems Management**

**Performance Task:**

1. *Analyze district technology after completing interviews with at least two school administrators who are involved with the planning and budgeting of technology.*
2. *Students will evaluate and analyze a school district’s Student Information System, including the evaluation of total cost of ownership, feature set, ease of use, customer support, and training.*

**Reflection of Performance Tasks**

**Analyze District Technology**

**Self-Assessment**

For this task, I chose to interview the district Technology Director and my Principal as they are directly involved with the planning and budgeting of technology for my campus. Both of these men held strongly to the belief that “emerging technologies needed to be employed by students in order for them to gain experience in research, experimentation, problem-based learning, and other forms of creative work” (Johnson, Smith, Levine & Haywood, 2010). The Technology Director has spent the entire school year researching and planning for ways to update the infrastructure within the district and to push the district forward in its technology access and usage. I acquired a great deal of knowledge about the outdated status of our district network infrastructure (new information) and the steps that were being taken to update and improve this area. I had not realized that our infrastructure( old information) was so outdated and making us vulnerable to hackers, viruses, and breakdowns in service. This assignment taught me that without a solid infrastructure in place to support the technology within the classrooms, there was not much point in seeking out new technology tools to purchase. Because my principal helps oversee the technology budget, he concurs with Pitler’s statement, “Using technology for technology’s sake isn’t a good application of instructional time or funding” (2007, p. 217).

**Learn as a Learner**

I approached the interview with the strategy that face to face interactions are an excellent way to gain new knowledge and to validate what is being said. Because the interviews were informative and positive, I was able to successfully complete this assignment. Retrieving information through personal interviews is more interesting to me as a visual learner than it is through reading text. My interactions with colleagues on the discussion board helped me prepare in depth questions for the interviews, which ultimately helped me complete this assignment.

**Lifelong Learning Skills**

As a result of the learning that I experienced through conducting these interviews, I plan to utilize interviewing with my students in the future as a form of gathering information. As a lifelong learner, I hope to investigate what other schools are doing to plan and budget for technology in their schools.

**Evaluate and Analyze District Student Information System**

**Self-Assessment**

The interviews conducted led to my completion of the assignment to analyze my school district’s Student Information System. I was unaware of the cost of the SIS software and what all it encompassed. My prior knowledge of the software (old information) involved only the applications that I was using, but I soon realized that this software (Skyward) had many other uses (new information). Not only did I realize I had much to learn about this software, but also that many other leaders utilized this software in their positions.

**Learn as a Learner**

Reflecting back to when I was a new teacher in this district, I approached this assignment from a standpoint of trying to improve the user training with this software. I discussed with the Technology Director the possibilities for setting up a half day of professional development to train new teachers on the use of this software. This became one of my field-based activities. This assignment allowed me to pursue a greater role in the educational technology leadership responsibilities within my district. “Regardless of what title educators hold, the Technology Facilitation and Leadership Standards are designed for those who not only use technology effectively themselves, but also help other educators integrate technology into daily practice” (Williamson & Redish, 2009, p. 1). My interactions with colleagues were crucial to the completion of this assignment.

**Lifelong Learning Skills**

I believe that I successfully completed this assignment and that the knowledge that I gained will impact my future learning. I want to be more proficient in the usage of this software. The interview with the Technology Director has caused me, as a lifelong learner, to want to investigate more ways that classroom teachers could utilize this software and more ways that we could train them on those uses with the software.

References:

Johnson, L., Smith, R., Levine, A., and Haywood, K. (2010). *2010 horizon report: K-12*

*edition.* Austin, Texas: The New Media Consortium. Retrieved from

http://www.nmc.org/pdf/2010-Horizon-Report-K12.pdf

Pitler, H. H. (2007). *Using technology with classroom instruction that works.* Alexandria, VA:

Association for Supervision and Curriculum Development.

Williamson, J. & Redish, T. (2009). *ISTE’s technology facilitation and leadership standards: What every*

*K-12 leader should know and be able to do.* Eugene, OR: International Society for Technology in

Education.